

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
2021-2024 Local Control Accountability Plan	https://www.palmdalesd.org/Page/5751
2021 Expanded Learning Opportunities Grant Plan	https://www.palmdalesd.org/Page/5752
2020 Learning Continuity and Attendance Plan	https://www.palmdalesd.org/Page/5752

Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA

\$51,258,367

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$34,796,223.00
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$10,780,905.00
Use of Any Remaining Funds	\$5,681,239.00

Total ESSER III funds included in this plan

\$ 51,258,367.00

Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

Consultation with community members has been an important part of the process to develop multiple plans over the past few years. These include the 2021 Learning Continuity and Attendance Plan (LCA Plan in fall 2020), Expanded Learning Opportunities (ELO) Grant Plan (May 2021), and the 2021-24 Local Control and Accountability Plan (LCAP). Throughout all of these planning processes, the voices of students, families, staff, and community members have informed the development of actions, expenditures, and target outcomes. Efforts to meaningfully consult with community members and solicit input to inform development of plans have included activities in collaboration with specific community partners/groups and opportunities for the wider community to provide input. The Palmdale School District (PSD) has structures in place for effective communication and engagement with key stakeholders. PSD's ESSER III Expenditure Plan is modeled against the LCAP that was developed concurrently with the district's Strategic Plan, "The Palmdale PROMISE." The Palmdale PROMISE lays out the districts vision that "Palmdale will become a district

where...Every Student Leaves Ready for Success in High School and Beyond: College, Career, and the Global World." Collaboration with stakeholders helps us to establish and communicate compelling aspirations for student performance outcomes that guide the district's areas of focus and site driven improvement efforts. Engaging our stakeholders is a core value of the PSD Board of Education and is reflected in the Palmdale PROMISE Strategic Goal #5: Engage Diverse Families and Communities in Powerful Learning and Collaboration. PSD engaged in meaningful consultation with the following community members, as applicable to the District:

- Students; Student Ambassadors (9/30/21)
- Families, including families that speak languages other than English; (DELAC on 9/21/21 and AAPAC on 8/30/21)
- School and district administrators, including special education administrators; (Directors on 8/26/21, Principals on 10/12/21)
- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, (LCAP stakeholder grp. 9/17/21)
- Community Partners/Groups (Ongoing in bi-weekly Board meetings)
- Superintendent Advisory Council (SAC) (10/12/21)

The stakeholder engagement process involved different groups including the Board of Trustees, Cabinet, Management Team, Certificated and Classified unit representatives and groups, Parents, Students and Community Members. All groups were engaged in the development and discussion of how the ESSER III funds should be spent using the guidelines from the Federal Government. Specific community groups consulted included the district's African American Parent Advisory Committee (AAPAC), District English Learner Advisory Committee (DELAC), LCAP Stakeholder Advisory Committee, Superintendent Advisory Council (SAC) and the Student PROMISE Ambassadors. Engagement activities for these groups included presentations/discussions during community group meetings, providing information to groups for comment, parent and staff surveys that was collected during the need assessment for the ELO and LCAP plan. The survey focused on ranking of different programs to address the learning loss and acceleration of learning. Key priorities for each group were identified and a 'crosswalk' across all groups was created to identify points of alignment.

The District made every effort to connect with the local tribes, civil rights organization and advocates representing the interests of our student population. We consulted with Fernandeno Tataviam Band of Mission Indians in San Fernando to identify their unique needs and perspective during this pandemic to ensure that it is reflected in the action plans. Their Program Director of Education and Cultural Learning was very instrumental in making sure that we met with key tribal members and get their input. We also reached out to the Chapter Manager of the American Civil Liberties Union (ACLU) of Southern California and the Local Chairperson of the Antelope Valley National Association for the Advancement of Colored People (NAACP) who shared their perspectives and the needs of students and families. We are continuously in communication with our local community member through our Director of Access and Equity who coordinates the African American Parent Advisory Council and District English Learner Advisory Committee groups.

The expansive stakeholder engagement efforts resulted in several stakeholder groups providing input and feedback into the District's planning and decision-making processes. Attention was paid not only to the total number of respondents but making sure the feedback was from a representative subpopulation of the overall community. This input and feedback were used to guide decision making. The information below denotes the priority themes that resulted from the LCP, LCAP and the ESSER III Plan surveys. Stakeholder influence on the ESSER Plan is evidenced by the direct

alignment of the District's actions with the needs and interests identified by students, parents, staff, labor leaders, community partners, and the Board of Education.

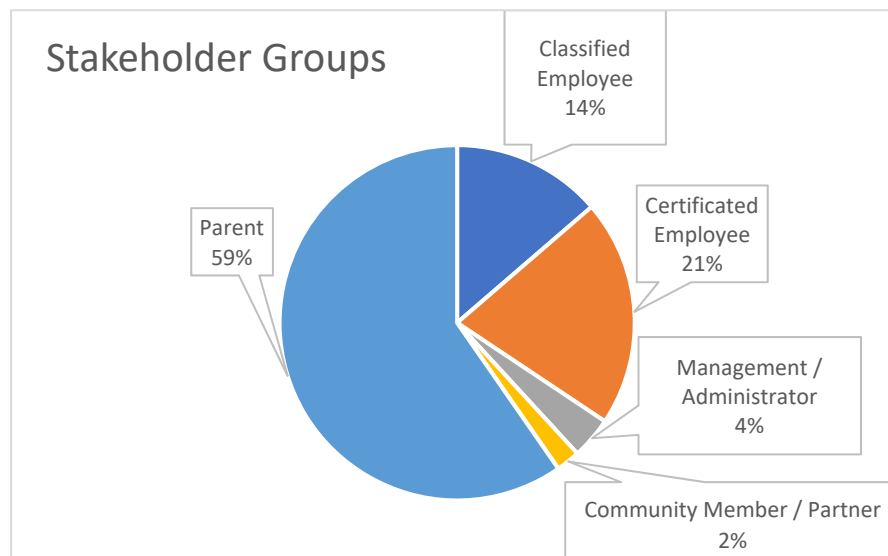
An important aspect of the engagement process over the past two years has been the iterative nature of the multiple planning cycles. Beginning with the initial planning to implement distance learning and moving into the LCA Plan, ELO Grant Plan, and 2021-24 LCAP, each round of community engagement has built upon the last. This has provided the opportunity to reinforce key priorities and deepen conversations about key ideas. The ESSER III Expenditure Plan is further building upon this foundation of recent community input. In engaging with community groups, some found it effective to cite specific recommendations put forth in the recent ELO and LCAP outreach process. This allowed those groups to continue shining a light on their key priorities to reemphasize the importance of the work they have done over the previous input cycles while also adding new ideas, although most of the items has already been funded with ESSER I and II grants.

A description of how the development of the plan was influenced by community input.

As described above, the input received during each planning process over the past two years has built upon those that came before. The ESSER III Expenditure Plan has the advantage of this strong foundation of input and has been significantly influenced by the wealth of community input available from the LCA Plan, ELO Grant Plan, and 2021-24 LCAP processes.

Following is a summary of key input emerging during each of the planning processes over the past eighteen months. Included are highlights of the overarching themes and specific priorities voiced by community groups. It is noteworthy that items that are not funded in this plan has already been funded with the State IPI and ELO grants and the Federal ESSER I & II grants.

Expanded Learning Opportunities (ELO) Grant Plan (Survey Responses as of May 5, 2021 from all stakeholders)



Expanded Learning	Very Important	Fairly Important	Important	Slightly Important	Not at all Important	No Opinion or No Response
Extending the school year or day	468	197	233	144	359	208
Increasing Instructional Time	678	236	300	111	140	144
Summer School - (ESY)	685	295	287	125	87	130
ASES Summer Enrichment Program	641	321	290	109	48	200
Summer Academic Workbooks	540	265	319	142	146	197
Saturday School	337	227	302	179	269	295
Field Trips / Assemblies	796	266	233	70	71	173

Learning Support	Very Important	Fairly Important	Important	Slightly Important	Not at all Important	No Opinion or No Response
Tutoring (before/after school)	1084	238	163	34	21	69
Online Tutoring for Middle School	813	273	237	54	49	183
Learning Recovery Programs	883	287	245	38	19	137
Training on Accelerated Learning Strategies	765	337	244	76	31	156
Instructional Materials & Supplies / STEAM	929	282	214	54	26	104

Supplemental Pupil Support	Very Important	Fairly Important	Important	Slightly Important	Not at all Important	No Opinion or No Response
Health Screening	821	277	290	83	35	103
Counseling	1012	272	200	24	10	91
Mental Health Services (Wraparound Support)	1040	221	211	27	14	96
Social and Emotional Learning	1043	251	201	29	11	74
Develop a Rites of Passage and Mentoring Program	721	326	257	70	39	196
MTSS	413	257	237	55	35	612

Community Learning Hubs	Very Important	Fairly Important	Important	Slightly Important	Not at all Important	No Opinion or No Response
Mobile Science Exploration Truck	681	286	303	126	64	149
Mobile Library Truck	634	298	334	129	75	139
Mobile Technology Truck	535	284	325	143	105	217
Additional Parent Supports & Training	648	334	329	108	45	145
Community Health Fair	513	312	370	145	89	180
Learning Gardens	684	301	309	107	59	149
Community Outreach Events	603	326	312	115	63	190

Training for School	Very Important	Fairly Important	Important	Slightly Important	Not at all Important	No Opinion or No Response
Social-Emotional Health / Mental Health & Trauma-Sensitive Practice Training	975	224	235	50	23	102
EL / LSE Roadmap Training	594	319	334	92	41	229
Project Based Learning	670	350	291	82	41	175
Restorative Justice	595	300	325	88	53	248
Bullying Prevention	946	252	233	52	32	94
Culturally Responsive Teaching Practices	836	256	270	59	57	131
Special Education Training	920	232	267	46	23	121

Input from stakeholders from the most recent ESSER III cycle of engagement:

Strategies for Continuous and Safe In-Person Learning, Safety/PPE

- Nonviolent Crisis Intervention (NCI) training for ALL staff – can be a series of trainings going site to site on PLC days or prior to school start (3 days of PD) or Saturday summits
- More classified (Noon-duty classification) staff to help with social distancing of students around campus
- Continue to purchase masks, disinfectants and custodial supplies; Continue disinfection cleaning all day long
- Continue communications on healthy, safe practices to staff and community
- Purchase safety practices posters, etc. to hang at schools and district buildings
- Provide certificated and classified staff with job relevant training relating to manage clean, safe and health learning environments
- More instructional assistants at sites to work with teachers to go deeper with lessons

- Big Audacious Goal: Drop something like a Next Gen portable on each site to provide more space. I know this is a long shot and would eat up money.
- Additional staff (behavior interventionist, elementary school counselors, etc.) to provide administrators more time to be in classrooms

Academic Supports, Learning Loss/Acceleration/Recovery

- Edgenuity "My Path" Software: Online age-appropriate intervention that uses data-driven differentiated instruction to meet students at their learning level. My Path can be used for remediation and reinforcement so students can catch up, keep up, and get ahead.
- Science integration
- STEAM Kits for after school and Maker Spaces
- Materials for middle school vans - science and library
- IEP legally defensible development through implementation
- Why Get Focused...Stay Focused? Personalized Portable 10-Year Plans to Empower Students. Students complete high school with a 10-year Career/Life Plan & a Skills-Based Education Plan including our NEW High School
- Weekly planning time for Dual Immersion (DI) teachers to meet across sites (more money)
- Rosetta Stone for all EL/LSE (some teachers are interested in this program for themselves)
- Eureka Math professional learning, math manipulatives
- Continue Math PD with Kim Sutton integrating math games, working with manipulatives
- TUTORING; In person teacher lead tutoring programs
- 1:1 Tutoring for EL/LSE/SWD
- At home libraries for EL/LSE students
- Monitor instruction and provide feedback using data
- BeGLAD Online Certifications for ALL teachers. (paid for some from Title and ELO already?)
- Training for Administrators for all with the goal of having instructional leaders at sites
- FIEP training to improve IEP development - all site administrators - trained anytime
- Teacher PD on teaching low-achieving students at high levels. Just because they cannot read does not mean they cannot think at high levels.
- NewsELA staff PD
- Making every school a robust college-going and career oriented culture: academic, scholarly, entrepreneurship, technical skills
- Continue training Instructional Assistants (Interventions, 95 Percent). Time to collaborate across sites.
- Additional Instructional Assistants to work with small groups on going deeper with teacher lessons.

Family Community Connection

- Parent Workshops; Parent workshops and trainings in multiple areas.
- GED programs for any parent that desires
- Technology devices for parents
- Career fairs for the community - Career days at schools for parents to come to schools and share
- Parent Institute for Quality Education (PIQE) is a national organization with evidence-based programs that engage, empower and transform parents to actively engage in their children's education and strengthen parent-school collaboration.
- Advocating for student services and Sp. Ed. Supports
- Celebration of disabilities days at school
- Community libraries
- Connection to community and school services fairs – Quarterly
- Town Hall meetings in the community - not at schools or district buildings: Discuss district programs, listen to community concerns, and develop deeper community partnerships
- Nell Soto grant type of support for home visits

Social/Emotional Learning and Well Being of staff and students

- Mentoring programs for students in middle and high schools.
- Rites of Passage programs in middle schools
- SUITE 360 by Evolution Labs- Web and mobile programs for Social & Emotional Learning, Character Development, and Intervention/Restorative Practices
- Supporting robust diversified updated libraries
- Quaver TK-5 Common planning time, professional learning
- PBIS banners and signs; Expand PBIS and Restorative Justice training
- Increase MTSS training
- MTSS Framework training, collaborative planning
- DRUM LINE; Music and art integration
- Gym membership/Yoga classes/walking path
- Mini produce stations for the elementary schools - this would provide unlimited fruits and vegetables

Staff Development, Independent Study, Digital Divide

- Culturally Responsive Pedagogy and Teaching
- Book studies on Culturally Responsive and Proficient titles
- Cyber High, Ind. Study, a non-profit entity owned and operated by the Fresno County of Superintendent of Schools, creates pathways to success through standards-based, digital curriculum that fosters critical thinking, provides active and collaborative learning opportunities, and engages students in rigorous coursework. Courses are designed to enhance analytical and problem-solving skills, to increase graduation rates, to prepare students for online testing, and to promote college and career readiness.
- Digital Divide, 2:1 technology K-8
- Devices for parents and ongoing check in w/ families to ensure connectivity to Internet.
- Training for Maker Spaces
- Continued work with PLC+ and Teacher clarity
- The use of class.com for Innovations Academy Online Program
- Fishbowl training on potentially litigious cases for SWD role play scenarios. Should be whole school based on challenging cases to show roles of all staff and how to prevent or intervene

Operational effectiveness and staff support

- Principal Coaches and PLC support
- Staff Incentives and support
- Management Training for Site Administrators in alignment with Instructional PD
- Survey of site needs, sort commonalities, address areas identified for staff support and provide support to identified areas
- Quality control position

Actions and Expenditures to Address Student Needs

The following is the LEA’s plan for using its ESSER III funds to meet students’ academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

\$34,796,223.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Plan, Goal # 2.1, Action 2.1.3	A1 Student Health and Safety: Enhanced Indoor Air Quality and Ventilation	Enhance ventilation for Indoor Air Quality at nine school sites: BV, CM, DW, PT, QV, SH, SW, YN and PLP. This new and upgraded ventilation systems at the school will provide much safer and improved ventilation, optimal outdoor air percentages, much improved filtration, and improved indoor environmental control.	\$12,562,822.00
N/A	A2 Facility repairs and improved corridor for social distancing at schools	Improved corridor for social distancing, wall replacement and carpet upgrade at Footprint Schools: CM, SW, OC, MQ. It creates accessibility and safety by developing an internal path of travel that is protected from the elements. It will create spaces for “Break-out” to address special needs of the students. The project will replace internal portable wall panels with improved framed walls and needed corridors for safe distancing and access/egress.	\$15,606,305.00
N/A	A3 Roof repairs for student safety	Roof Repairs in four schools: JH, LA, TW and SW. This school facility repairs and improvement will reduce risk of virus	\$2,577,692.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		transmission and support students' health needs. This project will also improve insulation for classroom space.	
N/A	A4 Facility improvements to enable operation of schools to reduce environmental hazards	Steel Storage Warehouse for Maintenance Department to Store safety equipment and replacement materials. Using storage containers in the high desert with extreme temperatures is untenable for the long-term. There are currently over 25 containers in the maintenance yard and multiple at the school sites. A centralized warehouse would allow ease of access, inventory control, and product sustainability. The bulk acquisition of supplies to sanitize and clean LEA facilities, PPE supplies, and filters require enormous storage capacity.	\$2,500,000.00
LCAP Plan, Goal # 2.1, Action 2.1.3	A5 Supplies to mitigate the spread of COVID-19 and safety operations of schools	Purchase of Personal protective equipment (PPE) and sanitization supplies PPEs, additional nursing and custodial supplies/services	\$1,249,404,.00
LCAP Plan, Goal # 2.1, Action 2.1.3 ELO Strategy 3	A6 Staff training and PD on sanitation and minimizing spread of infectious diseases.	Training on managing clean, safe and healthy learning environment for staff. Extra hours to classified staff for school sanitization.	\$300,000.00

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSER III funds being used to address the academic impact of lost instructional time

\$10,780,905.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Plan, Goal # 1.4, Action 1, 2 & 3 1.18, Action 3 & 5 ELO Strategy 1	B1 Expanded Learning time and targeted support opportunities in and outside of the school day.	<ol style="list-style-type: none"> 1. Students in K-5th and 6th-8th will be provided with activities grounded in core curriculum and arts education during summer Intersession. Two 4 weeks sessions will be provided during the 2021-22 and 22-23 school year. Summer learning engages students in recreational and enrichment activities, building positive relationships with peers and adults, all students are invited to participate on a voluntary basis, Hanover Research (2017). Certificated and classified staff will be paid hourly rates in addition to purchases of texts and instructional supplies: \$2,400,000 2. All 4th through 8th students will be provided a 24 hour access to a professional tutoring website charged by the hour. Tutoring is provided in an easy-to-use virtual classroom by more than 3,700 rigorously vetted and trained experts, with each session tailored to a student's unique needs and learning style. Tutor.com will provide full subscription, district professional development for teachers and site teacher collaboration: \$190,000 3. Before and after school tutoring for students by allocating site funds for teacher and classified extra duty pay and supplies: \$700,000 	\$3,290,000.00
LCAP Plan, Goal # 1.3, Action # 3 & 4 1.6, Action # 1 ELO Strategy 2 & 6	B2 Supplemental Curriculum, instructional supplies and assessment tools	<ol style="list-style-type: none"> 1. NewsELA with thousands of undated articles in ELA and Spanish that could be leveled to reading ability and aligned to curriculum will be provided to all students. Building reading ability and literacy in classrooms and communities for digital natives with relevant current and historical topics with leveled reading, and language supports is important. (Riadil, I. G., & Romadhon, F. (2020). It will include subscription, teacher PD, five hour certification per teacher and time for teacher collaboration: \$130,000 2. Scholastic News licenses and subscription for all TK-5 students for high interest and Close Reading strategies both in the classroom and/or at home to help improve 	\$685,000.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>comprehension as students will have opportunities to apply comprehension strategies to gain meaning from the text. \$105,000</p> <ol style="list-style-type: none"> 3. Summer workbooks will provide opportunities to prevent “summer slide” as students practice reading, writing, and math skills from their previous grade level standards. This will help students retain knowledge and skills learned during the previous year. Summer Workbooks for K-7th Extended year support. \$350,000 4. 95% Extended Learning Intervention for Phonemic Awareness and Phonics coaching, additional materials for Tier 1 and 2 to close the achievement gap for grades k-5. Phonemic awareness and phonics are foundational skills that are essential to teaching students to read. This training will increase the knowledge and strategies that will increase the effectiveness of Instructional Assistants . \$100,000 	
<p>LCAP Plan, Goal # 1.10, # 5, 7, & 8 1.15, # 1, 2, & 3 1.17, # 1 & 2 ELO Strategy 4</p>	<p>B3 Student Leadership and 21st Century Global skills</p>	<ol style="list-style-type: none"> 1. Project Based Learning materials for Maker Spaces with Professional Learning Communities to support elementary classroom and extended learning activities. PBL provides students with opportunities to engage in realistic problems, control their own learning, and collaborate with peers. Teachers serve as coaches and facilitators of inquiry and reflection. \$1,030,000 2. Outdoor science Camp for 5th grade students. Outdoor education and play support emotional, behavioral and intellectual development. Studies have shown that students who learn outdoors develop: a sense of self, independence, confidence, creativity, decision-making and problem-solving skills, and empathy towards others, motor skills, self-discipline and initiative. District will pay half the cost for students to attend the program: \$300,000 3. Outdoor Learning spaces and student learning gardens will be provided for several schools. Traditional classroom activities often involve passive learning as children read aloud and listen to their teachers. But 	<p>\$1,850,000.00</p>

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>activities in an outdoor garden classroom bring abstract concepts to life through active, hands-on learning. School garden programs use typical gardening tasks, such as planning, planting, caring and harvesting, to illustrate cultivation. Plants, insects, birds and weather all become participants in the learning process. As a result, children are more engaged, more attentive and more motivated to learn. \$500,000</p> <p>4. Opportunities for students to participate in Model United Nation and other leadership related programs through ICC. PSD provides opportunities for underrepresented student groups to engage and apply learning through activities that promote leadership and develop social, civic, and environmental responsibilities. \$20,000</p>	
<p>LCAP Plan, Goal # 1.2, Action # 2 1.12, Action # 1 1.13 Action # 1 1.16, Action # 1 1.18, Action # 1 & 2 ELO Strategy 3</p>	<p>B4 Integrated student Support to address barriers to learning</p>	<ol style="list-style-type: none"> 1. Mental health services and wraparound support to improve socio-emotional Learning. Social-emotional well-being and behavioral needs of targeted population of highest need schools will be addressed to provide access through Tier 2 & 3 based on early warning indicator data like testing data, attendance and discipline. \$100,000 2. Provide calming/sensory rooms in all the school sites to support emotional well-being and balance. One increasingly popular method of treating and overcoming sensory problems is the use of a sensory room. These “safe” spaces are designed to provide a place for individuals with sensory issues to decompress and confront a variety of sensory issues in a way that will ultimately help them learn to cope with seemingly normal experiences. \$500,000 3. Mentoring and rite of passage program for underserved students to help understand the cultural and linguistic needs our students bring to the classroom, acknowledge their achievements, and understand the barriers they face. This knowledge creates mentors with a mindset of growth, respect and appreciation leading 	<p>\$850,000.00</p>

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>to a safe environment to take risks that increase understanding and academic success. The PSD African American Blueprint will be implemented, resources will be acquired to provide additional equity coaching and consultation support to school sites, resources to facilitate culturally and linguistically responsive practice implementation, expand opportunities for student equity leadership, and support implementation of targeted and universal equity programs. This includes funds for adding diverse materials for school libraries. \$100,000</p> <p>4. Nutrition services support and supplies for meal preparation to provide balanced meals for our students' well-being and growth. Currently the Nutrition Services department has multiple vacancies and is unable to keep pace with hiring and resignations/ retirements. The severe lack of staffing impacts student access to meals due to long lines during the meal periods. Studies show hungry students do not do well academically, develop other health related issues, develop classroom behavioral concerns, and regular school attendance declines. Some of the fund will be used for incentives. \$100,000</p> <p>5. MTSS purposeful planning through grade level PLCs incorporate instructional strategies to promote behavioral, emotional, and cognitive engagement for all students. Lessons are designed to promote collaborative conversations and teachers form positive student-teacher relationships with an understanding of a student's strengths and interests. \$50,000</p>	
<p>LCAP Plan, Goal # 1.1, Action # 2, 3, 6, 8, 10, 13, 18, 19, 20, 21, 22, 23, 24, & 28</p> <p>1.2, Action # 1 and ELO Strategy 7</p>	<p>B5 Professional Development for Staff to build capacity in closing the achievement gap and increase student engagement.</p>	<ol style="list-style-type: none"> 1. K-5 Summer Reading Boot Camp to provide professional learning for teachers in the research and strategies for Phonemic awareness, phonics, and reading comprehension \$300,000 2. 6-8 Summer Reading Boot Camp for teachers to provide professional learning for teachers in the research of reading comprehension and strategies to integrate into different content areas \$98,000 	<p>\$2,150,000.00</p>

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<ol style="list-style-type: none"> <li data-bbox="856 212 1587 407">3. Teacher Core Reading Academy, this asynchronous course is based on the science of reading and it provides participants with an introduction to dyslexia along with fundamental knowledge in effective standards-aligned and research-based reading and assessment practices for all learners. \$280,000 <li data-bbox="856 415 1619 545">4. Increase support for teachers and school leaders by expanding time and training for teacher targeted quarterly core curriculum training for ELA, Math, Social Studies and Science collaboration \$250,000 <li data-bbox="856 553 1629 813">5. Corwin PLC+ to support teams engaged in PLC work that focuses on teaching and learning practices specific to current learning conditions. Professional learning community is an effective model that leads to school improvement through collaboration, shared leadership, and ongoing learning. Through the PLC model, teams can develop collective teacher efficacy with an effect size of 1.57 (Hattie). \$250,000 <li data-bbox="856 821 1629 1081">6. Corwin Teacher Clarity Playbook coaching with Doug Fisher and follow up coaching activities that will include institute certification. It is a method and mindset that leads to Teacher Clarity with an effect size of 0.84 (Hattie). The playbook guides us through an intentional planning process that begins with standards and ends with the design and delivery of highly effective instruction. \$250,000 <li data-bbox="856 1089 1629 1284">7. Corwin Rebound Professional Learning with Doug Fisher for acceleration rather than learning loss. It provides tools and strategies that address the collective traumas of the COVID pandemic. This leads to strategies that shift the conversation and planning from “learning loss” to “acceleration”. \$500,000 <li data-bbox="856 1292 1629 1446">8. Lori Ferguson Mastery Guide PD for implementation of phonics and coaching for Learning support Teachers. Phonemic awareness and phonics are foundational skills that are essential to teaching students to read. \$72,0000 	

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>9. Eureka Math K-5 and K-8 Dual Teachers continued math support to close the achievement gap. A focus on strategies to adjust instruction to meet students' needs. It deepen teacher understanding of the role of each grade level. \$100,000</p> <p>10. Professional learning to support Universal Design for Learning (UDL), MTSS, Book studies and Effective use of data. Designing professional learning will require sessions to provide our staff and teachers with opportunities to develop knowledge and skills necessary to address students' SEL and academic needs to improve instruction and learning outcomes. \$50,000</p>	
<p>LCAP Plan, Goal # 2.8, Action # 1 & 2 2.12 Action # 5</p>	<p>B6 Equitable Learning and specialized program opportunities</p>	<p>1. Magnet School Assistance Program (MSAP) grant sustainability including transportation, conferences, contracts and PD. These grants assist in the desegregation of public schools by supporting the elimination, reduction, and prevention of minority group isolation in elementary and secondary schools with substantial numbers of minority group students. In order to meet the statutory purposes of the program, projects also must support the development and implementation of magnet schools that assist in the achievement of systemic reforms and provide all students with the opportunity to meet challenging academic content and student academic achievement standards. \$400,000</p>	<p>\$400,000.00</p>
<p>LCAP Plan, Goal # 3.1, Action # 1, 2, 3 3.2, Action # 1-7 3.3, Action # 1 3.4, Action # 1 3.7, Action # 1</p>	<p>B7 Adult Education and Parent/Community Engagement</p>	<p>1. Family engagement and community partnerships that go beyond transactional to give families real opportunities to shape their students' experience in school, receive accurate and helpful information about their students' progress and play a significant role in decision-making at school sites, through the support of the Parent Community Liaisons and school sites. \$100,000</p>	<p>\$200,000.00</p>

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
3.8, Action # 1 ELO Strategy 3 & 4		2. District will invest in community schools and wraparound services, intentionally align the work of partners with school visions and create the tools to connect partners with schools and establish strong systems of collaboration \$100,000	
LCAP Plan, Goal # 2.2, Action # 16, 17 2.3, Action # 3 3.7, Action # 1 3.8, Action # 1 ELO Strategy 3	B8 Socio-Emotional Well Being and Wellness Support for Staff and Parents	1. Provide increased access to mental health services and workshops including mindfulness classes, yoga, walking tracks for PSD central office staff, Buddy benches at school sites, District staff sports team and SEL support. \$855,905 2. Professional Learning workshops for classified staff: \$500,000	\$1,355,905.00

Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions

\$5,681,239.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	C1 Operational effectiveness and Staff Support/Incentives	1. Central office capacity to implement initiatives and to engage in continuous improvement cycles on planned investments and staff incentives and rewards to encourage attendance and support the burden of increased workload during the pandemic. \$5,681,239	\$5,681,239.00

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA’s plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
<p>A1 Student Health and Safety: Enhanced Indoor Air Quality and Ventilation</p>	<ul style="list-style-type: none"> • Identified HVAC Replacement guidelines • Replacement schedule of HVAC filters • Cleaning and sanitation schedules • Increase percentage of facilities in good repair per Williams Act Requirement • Administrator, Facilities and maintenance walkthroughs • Completion of projects at identified sites. 	<ul style="list-style-type: none"> • On-going • Replacement per CDC guidance • Daily, weekly, monthly schedule per CDC/LACDH guidance
<p>A2 Facility repairs and improved corridor for social distancing at schools</p>	<ul style="list-style-type: none"> • Cleaning and sanitation schedules • Increase percentage of facilities in good repair per Williams Act Requirement • Administrator, Facilities and maintenance walkthroughs • Parent LCAP/Title survey about how classroom environment is conducive for learning • Completion of projects at identified sites. 	<ul style="list-style-type: none"> • On-going • Daily, weekly, monthly schedule per CDC/LACDH guidance • Parent LCAP/Title Survey- annually
<p>A3 Roof repairs for student safety</p>	<ul style="list-style-type: none"> • Routine repair schedule • Cleaning and sanitation schedules • Increase percentage of facilities in good repair per Williams Act Requirement • Administrator, Facilities and maintenance walkthroughs • Parent LCAP/Title survey about how classroom environment is conducive for learning • Completion of projects at identified sites. 	<ul style="list-style-type: none"> • On-going • Daily, weekly, monthly schedule per CDC/LACDH guidance • Parent LCAP/Title Survey- annually
<p>A4</p>	<ul style="list-style-type: none"> • Administrator, Facilities and maintenance walkthroughs and extent to which the warehouse is being utilized. 	<ul style="list-style-type: none"> • Ongoing • Daily, weekly, monthly schedule per CDC/LACDH guidance • Parent LCAP/Title Survey- annually

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Facility improvements to enable operation of schools to reduce environmental hazards	<ul style="list-style-type: none"> • Division/Department Self-Assessment or Stakeholder Satisfaction Survey of ESSER services/supports • Completion of projects at identified sites. 	<ul style="list-style-type: none"> • Stakeholder LCAP Survey
<p>A5</p> <p>Supplies to mitigate the spread of COVID-19 and safety operations of schools</p>	<ul style="list-style-type: none"> • Business Services and Facilities Division will progress monitor the extent to which actions are implemented across district and in each school. Measures may include: <ul style="list-style-type: none"> • Number of PPE warehouse orders completed • Extent to which additional staff are hired and trained to support efforts • Number of extra duty hour offered to classified staff to support school sites • Division/Department Self-Assessment or Stakeholder Satisfaction Survey of ESSER services/supports 	<ul style="list-style-type: none"> • Ongoing • Daily, weekly, monthly schedule • Annually • Parent LCAP/Title Survey- annually • Stakeholder LCAP Survey
<p>A6</p> <p>Staff training and PD on sanitation and minimizing spread of infectious diseases.</p>	<ul style="list-style-type: none"> • Business Services and Facilities Division will progress monitor the extent to which actions are implemented across district and in each school. • Extent to which additional staff are hired and trained to support efforts • Number of professional development hours per employee • Staff participation and feedback from workshop survey • Number of COVID-19 cases and quarantined students as measured by the district's COVID-19 Dashboard Number 	<ul style="list-style-type: none"> • Ongoing • Quarterly • Annually
<p>B1</p> <p>Expanded Learning time and targeted support opportunities in and outside of the school day.</p>	<ul style="list-style-type: none"> • Number of students served through tutoring efforts and summer program • District Local Program Monitoring (LPM) assessment data • Student and teacher feedback 	<ul style="list-style-type: none"> • Ongoing • Quarterly • Annually • Pre and post assessments

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<ul style="list-style-type: none"> • Student engagement measured through the CA Healthy Kids Survey • Increased SBAC proficiency • Beginning of the year STAR data • Evidence of implementation data • (PASI/PSI) 95% data • Participation rates, grades/assessment data • Cohorting students for peer comparison with benchmark assessments 	

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
<p>B2</p> <p>Supplemental Curriculum, instructional supplies and assessment tools</p>	<ul style="list-style-type: none"> • District Local Program Monitoring (LPM) assessment data • Student and teacher feedback • Student engagement measured through the CA Healthy Kids Survey • Increased SBAC proficiency • Evidence of higher level thinking. Annotation and conversations in class • Beginning of the year STAR data • Evidence of implementation data • Pre and Post unit test 	<ul style="list-style-type: none"> • Ongoing • Quarterly • Annually • Pre and post assessments
<p>B3</p> <p>Student Leadership and 21st Century Global skills</p>	<ul style="list-style-type: none"> • Student engagement as measured through the CA Healthy Kids Survey • Number of students served by ambassadors • Participation rate at Model United Nation • Improved student attendance • Decline in suspension rate • Student participation rate • Parent LCAP/Title survey 	<ul style="list-style-type: none"> • Ongoing • Quarterly • Annually

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
<p>B4</p> <p>Integrated student Support to address barriers to learning</p>	<ul style="list-style-type: none"> • School Climate Survey • Suspension and referral trends - expected decrease, especially for disproportionately suspended student groups • Site-walk-through observations • Empathy interviews and focus groups • Increased attendance rate • Performance LPM and state assessment • Number of sites fully implementing PBIS Model and MTSS • Reduction in suspension rate and office Referrals • Socio-emotional Learning support specialist student referral rate • Teacher perception surveys and feedback • Harvest time at the Learning garden! 	<ul style="list-style-type: none"> • Ongoing • Quarterly • Annually
<p>B5</p> <p>Professional Development for Staff to build capacity in closing the achievement gap and increase student engagement.</p>	<ul style="list-style-type: none"> • Increased total number of PD hours accumulated • PD sign-in sheets and feedback survey • Classroom walk-throughs and feedback from administrators and teachers • Results from LPMs and State assessment • Evidence of Learning intentions/Success including the 5PLC+ questions • Standards unwrapped • Administrator/Teacher certification • Qualitative PLC reporting • Culture of acceleration vs. learning loss in schools and evidence of reading strategies • Students reading by third grade • Improved school climate and culture • Mastery Guide student data • Pre/Post Assessment of end of unit test • Online certificate of completion • Weekly PLC meetings 	<ul style="list-style-type: none"> • Ongoing • Weekly • Monthly • Quarterly • Annually

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<ul style="list-style-type: none"> • Agenda, minutes and schedule of meetings 	
<p>B6</p> <p>Equitable Learning and specialized program opportunities</p>	<ul style="list-style-type: none"> • MSAP Implementation review data • MSAP end of year survey • Annual Board presentation of goals and outcome 	<ul style="list-style-type: none"> • Ongoing • Quarterly • Annually
<p>B7</p> <p>Adult Education and Parent/Community Engagement</p>	<ul style="list-style-type: none"> • Increased parent participation as measured by the CA School Parent Survey, Title 1 /LCAP District parent Survey • Increase number of academic parent classes offered at schools • Increased home school communication as measured by CSPS/Title 1 & LCAP survey • Increase community partnership events • Parents and community participation in the district sponsored events and stakeholder meetings including DELAC, AAPAC, SAC and School Site Council meetings • Review of requests for feedback regarding learning opportunities. 	<ul style="list-style-type: none"> • Ongoing • Quarterly • Annually
<p>B8</p> <p>Socio-Emotional Well Being and Wellness Support for Staff and Parents</p>	<ul style="list-style-type: none"> • Increased staff attendance to work • Number of offers for adult wellness class opportunities • Participation rates in trainings and district sponsored social events • Review of requests for feedback regarding wellness opportunities • Annual stakeholder LCAP Survey 	<ul style="list-style-type: none"> • Ongoing • Quarterly • Annually
<p>C1</p> <p>Operational effectiveness and Staff Support/Incentives</p>	<ul style="list-style-type: none"> • Student Services divisions will progress monitor success in meeting increased immediate demands of COVID-related health and safety concerns through regular check-ins with principals at existing monthly meetings and supervisory visits to schools 	<ul style="list-style-type: none"> • Ongoing • Quarterly • Annually

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	<ul style="list-style-type: none">• The extent to which actions are implemented across district and in each school may be measured by students served in independent study and home hospital programs• Extent to which additional staff are hired and trained to support mitigation efforts• Extra duty hours allocated to staff• Division/Department Self-Assessment or Stakeholder Satisfaction Survey of ESSER services/supports	

ESSER III Expenditure Plan Instructions

Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
 - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at <https://www.cde.ca.gov/fg/cr/arpact.asp>.

For technical assistance related to the ESSER III Expenditure Plan template and instructions, please contact LCFF@cde.ca.gov. For all other questions related to ESSER III, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

- For purposes of this requirement, “evidence-based interventions” include practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:
 - **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
 - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
 - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
 - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
 - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
 - Any activity authorized by the Adult Education and Family Literacy Act;
 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
 - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
 - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
 - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under

IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;

- Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
- Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
- Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;
- Addressing learning loss among students, including underserved students, by:
 - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
 - Implementing evidence-based activities to meet the comprehensive needs of students,
 - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
 - Tracking student attendance and improving student engagement in distance education;

Note: A definition of “underserved students” is provided in the Community Engagement section of the instructions.

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of “Not Applicable” in the table.

Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

Instructions

For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

Community Engagement

Purpose and Requirements

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;

- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
 - For purposes of this requirement “underserved students” include:
 - Students who are low-income;
 - Students who are English learners;
 - Students of color;
 - Students who are foster youth;
 - Homeless students;
 - Students with disabilities; and
 - Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE’s website: <https://www.cde.ca.gov/re/lc>.

Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of "meaningful consultation" with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

A description of the how the development of the plan was influenced by community input.

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA's plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, "aspects" may include:
 - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;
 - Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
 - Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
 - Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education's Roadmap to Reopening Safely and Meeting All Students' Needs Document, available here: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".

- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate "\$0".

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education
June 2021